

## ORANGEBURG 5 SCHOOL DISTRICT

578 Ellis Avenue  
Orangeburg, SC 29115

**GRADES** PK-12

**ENROLLMENT** 7,369 Students

**SUPERINTENDENT** Mr. Melvin Smoak 803-534-5454

**BOARD CHAIR** Mr. Melvin Crum 803-534-5454

**FISCAL AUTHORITY** District Board/County Board/Referendum

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2003

#### ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	6	6	3

#### IMPROVEMENT RATING:

GOOD

#### ADEQUATE YEARLY PROGRESS:

N/A

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

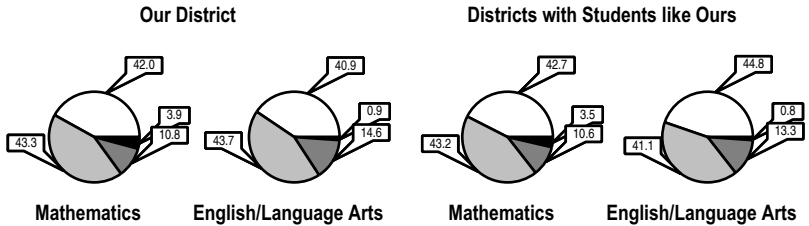
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

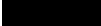



[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

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**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Below Average	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Average	Good	N/A
<b>2004</b>			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	<b>Our District</b>			<b>Districts with Students Like Ours</b>		
<b>Percent</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Passed all 3 subtests</b>	63.8	58.9	57.2	55.0	53.8	51.3
<b>Passed 2 subtests</b>	16.6	22.0	21.0	18.7	20.0	20.9
<b>Passed 1 subtest</b>	11.9	12.3	10.4	15.0	14.4	15.9
<b>Passed no subtests</b>	7.6	6.7	11.3	11.2	11.8	11.6

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	8.6	6.1
<b>Seniors who met the SAT requirement</b>	8.6	6.2
<b>Seniors who met the grade point average</b>	37.9	39.5

\*Using only the SAT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	3,414	98.2	40.9	43.7	14.6	0.9	15.5	17.6
Gender								
Male	1,722	98.0	47.2	41.3	10.9	0.6	11.5	17.6
Female	1,692	98.3	34.3	46.1	18.3	1.2	19.6	17.6
Racial/Ethnic Group								
White	306	98.0	22.1	51.9	24.8	1.1	26.0	17.6
African-American	3,061	98.2	42.8	43.0	13.4	0.8	14.2	17.6
Asian/Pacific Islander	23	95.7	5.0	40.0	40.0	15.0	55.0	17.6
Hispanic	22	100.0	30.8	53.8	15.4		15.4	17.6
American Indian/Alaskan		0.0						17.6
Disability Status								
Not disabled	2,884	98.9	37.0	45.3	16.6	1.1	17.7	17.6
Disabled	530	94.3	63.3	34.2	2.5		2.5	17.6
Migrant Status								
Migrant		0.0						17.6
Non-migrant	3,414	98.2	40.8	43.7	14.6	0.9	15.5	17.6
English Proficiency								
Limited English proficient		0.0						17.6
Non-limited English proficient	3,414	98.2	40.6	43.8	14.7	0.9	15.6	17.6
Socio-Economic Status								
Subsidized meals	2,812	98.0	43.9	43.1	12.4	0.6	13.0	17.6
Full-pay meals	592	98.8	24.8	47.2	25.8	2.2	28.0	17.6

Mathematics								
All students	3,414	99.3	42.0	43.3	10.8	3.9	14.7	15.5
Gender								
Male	1,722	99.4	42.4	44.0	9.9	3.6	13.6	15.5
Female	1,692	99.1	41.1	43.0	11.7	4.2	16.0	15.5
Racial/Ethnic Group								
White	306	99.0	21.3	52.1	19.0	7.6	26.6	15.5
African-American	3,061	99.3	44.1	42.8	9.8	3.3	13.1	15.5
Asian/Pacific Islander	23	100.0	4.8	38.1	23.8	33.3	57.1	15.5
Hispanic	22	100.0	38.5	23.1	15.4	23.1	38.5	15.5
American Indian/Alaskan		0.0						15.5
Disability Status								
Not disabled	2,884	99.5	37.8	45.5	12.2	4.5	16.7	15.5
Disabled	530	97.9	66.2	31.0	2.4	0.4	2.9	15.5
Migrant Status								
Migrant		0.0						15.5
Non-migrant	3,414	99.3	41.8	43.4	10.9	3.9	14.8	15.5
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Limited English proficient		0.0						15.5
Non-limited English proficient	3,414	99.3	41.7	43.5	10.9	3.9	14.8	15.5
Socio-Economic Status								
Subsidized meals	2,812	99.4	44.5	43.2	9.3	3.0	12.3	15.5
Full-pay meals	592	98.8	27.9	44.7	18.6	8.8	27.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced and Proficient
English/Language Arts							
2002	Grade 3	542		31.3	41.7	25.3	1.7
	Grade 4	614		25.5	56.0	17.8	0.7
	Grade 5	444		41.8	49.7	7.6	0.8
	Grade 6	480		39.5	39.7	18.9	2.0
	Grade 7	510		36.7	49.8	12.7	0.8
	Grade 8	327		42.7	45.9	10.5	1.0
2003	Grade 3	544	98.5	29.8	41.0	26.5	2.7
	Grade 4	564	99.1	26.8	51.7	20.5	1.0
	Grade 5	584	99.1	47.1	46.6	6.1	0.2
	Grade 6	597	97.0	46.6	39.7	13.0	0.8
	Grade 7	547	97.8	44.5	43.1	12.2	0.2
	Grade 8	578	97.4	49.1	40.0	10.1	0.8

Mathematics							
2002	Grade 3	542		37.3	42.9	13.9	6.0
	Grade 4	614		37.8	43.8	12.7	5.7
	Grade 5	444		46.2	43.0	7.3	3.5
	Grade 6	480		45.4	41.0	9.8	3.9
	Grade 7	510		53.2	31.4	7.7	7.7
	Grade 8	327		58.7	35.6	5.1	0.6
2003	Grade 3	544	99.3	31.8	48.0	14.6	5.6
	Grade 4	564	99.3	29.2	50.0	15.5	5.3
	Grade 5	584	99.7	45.4	45.0	8.0	1.7
	Grade 6	597	99.2	44.3	40.9	10.9	3.9
	Grade 7	547	99.1	47.1	38.3	9.9	4.7
	Grade 8	578	99.1	52.8	38.4	6.4	2.4

**STATE PERFORMANCE ON NATIONAL TESTS**

**Terra Nova:** a national, norm-referenced achievement test.

Percentage of students scoring in the upper half, 2002								
Grade	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	49.2	50.0	51.5	50.0	58.2	50.0	54.8	50.0
6	57.6	50.0	49.0	50.0	51.2	50.0	51.4	50.0
9*	56.1	50.0	46.8	50.0	51.6	50.0	51.2	50.0

\* Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

**National Assessment of Educational Progress:** a national, criterion-referenced achievement test.

Percent of students scoring									
Test	Grade	Year	Advanced		Proficient		Basic		Below Basic
			State	Nation	State	Nation	State	Nation	State
Reading	8	2002	1	3	23	30	44	43	32
Writing	4	2002	1	2	16	26	65	58	18
Mathematics	8	2000	2	5	15	22	37	38	45

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	407	92.9%	428	8.6%	490	74.1%
Gender						
Male	165	92.7%	173	7.5%	226	88.1%
Female	240	93.3%	255	9.4%	264	62.1%
Race or Ethnic Group						
African American	337	92.0%	371	6.2%	425	71.5%
Hispanic	N/A	N/A	0	N/A	0	N/A
White	64	98.4%	53	20.8%	61	90.2%
Other	4	I/S	4	I/S	4	I/S
Disability Status						
Non-speech disabilities	22	77.3%	17	0.0%	62	54.8%
Students without disabilities	384	94.0%	411	9.0%	0	76.9%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	428	8.6%	0	N/A
English Proficiency						
Limited English proficient	1	I/S	1	I/S	0	N/A
Non-LEP	389	93.3%	427	8.7%	489	74.0%
Lunch Status						
Subsidized meals	259	89.2%	234	5.1%	320	63.7%
Full-pay meals	147	100.0%	194	12.9%	170	93.5%

\* Using only the SAT and grade point average requirements  
n = number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	413	440	420	440	833	880
State	488	493	493	496	981	989
Nation	504	507	516	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	15.6	15.9	17.1	16.7	16.4	16.7	16.6	16.9	16.6	16.7
State	18.8	18.7	19.1	19.0	19.3	19.4	19.2	19.2	19.2	19.2
Nation	20.2	20.3	20.6	20.6	21.1	21.2	20.8	20.8	20.8	20.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

**DISTRICT PROFILE**

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n= 7,369)</b>				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.1%	Down from 6.8%	5.1%	4.0%
Attendance rate	95.1%	Down from 96.0%	95.1%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.0%	Up from 4.2%	6.1%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.2%	Down from 9.7%	10.5%	10.6%
Older than usual for grade	6.9%	Up from 6.6%	6.8%	5.5%
Suspended or expelled	1.1%	Down from 5.0%	1.6%	1.6%
Enrolled in AP/IB programs	9.1%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	200	Down from 639	187	186
Completions in adult education GED or diploma programs	56	Up from 36	27	40

**Teachers (n= 583)**

Teachers with advanced degrees	57.8%	Up from 57.1%	43.5%	47.8%
Continuing contract teachers	81.0%	Up from 80.5%	80.1%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.6%	Up from 86.7%	87.2%	89.5%
Teacher attendance rate	94.9%	Down from 95.4%	94.4%	95.1%
Average teacher salary	\$41,369	Up 0.5%	\$38,260	\$39,707
Prof. development days/teacher	12.6 days	Up from 8.6 days	12.1 days	11.3 days

**District**

Superintendent's years at district	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio	16.6 to 1	Up from 16.1 to 1	19.8 to 1	20.6 to 1
Prime instructional time	88.2%	Down from 89.6%	87.5%	89.0%
Dollars spent per pupil*	\$8,848	Up 7.2%	\$7,822	\$7,412
Percent spent on teacher salaries*	53.9%	Up from 51.3%	53.9%	56.0%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
Parents attending conferences	99.0%	No change	92.6%	96.1%
Number of schools	14	Down from 15	5	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Portable classrooms	4.9%	Up from 3.0%	4.9%	3.5%
Average age in years of school facility	38	N/A	34	26
Number of schools with SACS accreditation	10	N/A	4	8

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

**Abbreviations for Missing Data**

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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SCHOOL DISTRICT GOVERNANCE

Board Membership

4 trustees elected to single-member seats, 3 trustees elected to at-large seats

Fiscal Authority

District Board/County Board/Referendum

Average Number of Hours of Training Annually

16.0 per board member

Percent new trustees completing orientation

100.0%

DISTRICT SUPERINTENDENT'S REPORT

Over the past year, Orangeburg Consolidated School District Five's teachers, support personnel, administrators and Board of Trustees have continued to work together as a team to ensure that every student is a recipient of a high-quality education - an education that enhances academic performance and builds a strong foundation for their success in the future.

During the past year, we strengthened the foundation for instructional excellence, which is the lifeblood of student achievement, by providing a comprehensive program of professional development activities for teachers, administrators and support staff. Additionally, we revamped and further intensified our recruiting efforts to attract and hire the best and brightest teachers and administrators available for our District.

Our students also deserve the most technologically-enhanced learning environments available, and to that end we are continuously upgrading technology to stimulate learning and to prepare students for the challenges that the future will present. Furthermore, we have enhanced existing programs and implemented new programs to help meet the needs of all of our students, from those in need of academic assistance to our most academically-talented students in the International Baccalaureate, Magnet, Honors and Advanced Placement Programs.

Additionally, we are aggressively searching for new ways to involve all stakeholders - parents, students, teachers, support staff and the community - in the educational process. The District firmly believes in the credo that every child can learn and be successful academically despite their socioeconomic status, but a partnership among the District, parents and guardians and the community must exist. The bottom line remains the same: the most important component in education is the teaching-learning process, and the District is continuously assessing and improving its methods of instruction.

The adjustments we made last school year have paid off with the eight Palmetto Gold and Silver Award-winning schools that we had this year. We are striving to continue that momentum and ensure that every child in our district receives a high-quality education and is prepared to meet the challenges the 21st Century will bring.

Melvin Smoak, Principal

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

